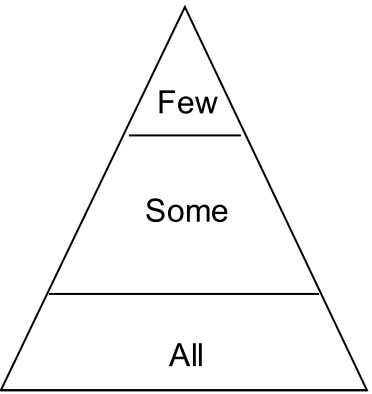


SEDOL CURRICULUM FRAMEWORK – SOCIAL EMOTIONAL DEVELOPMENT - STAGE G

TIMELINE: 1ST QUARTER	MEANING AND MANAGING EMOTIONS
LEARNING STANDARDS	1A.1 Recognize emotions as indicators of situations in need of attention. 1A.2 Distinguish how you really feel from how others expect you to feel. 1A.3 Distinguish between different emotions (e.g., fear and anger, shame and sadness). 1A.4 Analyze emotional states that contribute to or detract from your ability to solve problems. 1A.5 Analyze the effect of self-talk on emotions. 2A.1 Identify the feelings and perspective of others during group discussions. 2A.2 Recall a situation in which your behavior impacted the feelings of others either positively or negatively. 2A.3 Describe how classmates who are the subject of rumors or bullying might feel. 2A.4 Distinguish between bullying and non-bullying situations. 2B.5 Explain why bullying or making fun of others is harmful to oneself or others (e.g., physical or verbal). 2A.5 Role-play the perspectives of various characters in scenarios provided.
ESSENTIAL QUESTION	What are emotions and how do they help you solve problems? How does your behavior impact others? What are the different types of bullying? Why is bullying harmful?
UNDERSTANDING / SKILLS 	Few students will: Analyze, develop and implement a plan to solve emotional obstacles Analyze the effects of self-talk Differentiate how he/she really feels from how others expect him/her to feel Some students will: Recognize various emotions of self and others Utilize positive self-talk List various emotions Identify how behavior impacts others' feelings Explain harmful effects of bullying and rumors (e.g., physical bullying and verbal bullying) Identify harmful effects of bullying and rumors (e.g., physical bullying and verbal bullying) Role-play the perspectives of others (e.g., real life scenarios, fictitious characters)